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ABSTRACT

The author explains behavior in terms of reinforcement and provides some suggestions and guidelines for teachers in setting goals for students and influencing student behavior. (IM)

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CONSEQUENCES:

A Guide to Assist Teachers In Changing Pupil's Behavioral Patterns

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INTRODUCTION

Every interaction an individual has with the environment has a consequence.

When a person responds, moves or "does something" he is behaving in his special way, which has been brought about by previous consequences. The environmental consequences under which each one lives greatly effect his life.

We can change a person's behavior by changing or setting up consequences.

A behavior is some specific human activity that we can all see and can all agree occurred .

The probability that a behavior will be repeated is strongly influenced by what happens immediately after it occurs.

Consequences should follow the behavior as quickly as possible.

Consequences should be of value to the person receiving it.

There are different types of consequence: intrinsic and extrinsic.

PEANUTS
WHERE'S MY PIANO?
I THREW IT UP INTO A TREE!
YOU WHAT?
YOU NEVER PAY ANY ATTENTION TO ME SO I THREW YOUR PIANO UP INTO A TREE!
AAAUGHHH!!
I THINK HE'S BEGINNING TO NOTICE ME...

A child starved for attention will use extreme measures to obtain it.

STUDENT GOAL

Increase neatly done work

Consequence

Tokens to be exchanged for free time

Agreement

Three tokens will be given for a paper with no messy places, two tokens for a paper with one messy place, and one token for a paper with two messy places. Fifteen minutes free time will be exchanged for 9 tokens.

STUDENT GOAL

To raise hand for teacher attention

Consequence

Points to be exchanged for talk with teacher

Agreement

A point given along with the teacher praise "Good you raised your hand". When ten points are accumulated they may be exchanged for 5 minutes time to talk with the teacher.

STUDENT GOAL

Arrive to class on time

Consequence

A daily "good on time for class" letter signed by parents. At the end of the week parents would give an agreed upon treat.

Agreement

The student carried his letter to each class and the teacher indicated "on time" or "not on time". The letter was taken home for the parents to sign and the student returned it to school the next morning.

STUDENT GOAL

To sharpen pencil only when necessary

Consequence

Play with clay

Agreement

The student received 15 minutes to play with the clay when he completed two assignments without sharpening his pencil.

SELECTION GUIDELINES

for

STUDENT GOALS

Completing Arithmetic assignments

Learn A B C's by sight

Increase time in seat between 9 A.M. and 12 Noon

Complete writing assignment in 10 minutes

Demonstrate appropriate social language behavior

Demonstrate appropriate social table manners

Correct spelling of weekly word list

Learning the 7 Multiplication Tables

Writing numbers 1 to 50 in a sequence on a single worksheet

Reduce outburst of fighting

Immediate recognition of rhyming word pairs

To learn subtracting facts

Achieving 80 percent or better on Arithmetic assignments

Bring in home work assignments

Accelerating the number of times a student raises his hand

Reduce talking out behavior between 1 and 3 P.M.

Learning new reading words

Perform the carrying process for tens in addition problems

Increase the student's performance capacity in subtraction facts

Finish reading assignment

STUDENT GOALS.....continued

Increase spelling accuracy

Qualitative increase in math response

Immediate auditory recognition of consonant sounds

Complete work in a given period of time

Increase recognition of sight-word reading vocabulary

Decrease talking to peers

Decrease classroom noise level

Decrease student's objection and refusal to do writing papers

To increase a shy child's talking in class

To develop appropriate facial expressions

Increase neatly done work

Quantity of time student can work independently

Return to classroom promptly

Getting right to work

On time behavior

EMMY LOU ® By Marty Links

"Wait till I get my hands on Amy — going around saying I'm a straight 'A' student!"

Events that reinforce one person may not reinforce another.

SELECTION GUIDELINES

for

CONSEQUENCES

Specify well in advance how they are to be earned. DO NOT throw them out as bait when things get out of hand. Wherever possible children should be involved in choosing the consequence. Use a hierarchy of consequences made from keen teacher observation.

Extra time

Field trip

Reading a sports magazine

Free time at game center

Sticker given each time complete assignment

Playing

Favorite game time

Coloring

Omission of test

Using chalkboard

Making paper cut-out

Paper put on display

TV

Using a machine (Language Master, Systems 80, adding)

Beads

Write a play

Prepare a show

CONSEQUENCES.....continued

Make transparencies

Run ditto's

Puzzles

Certificate

Good Work letter to parents

Playing outside

Mural painting

Play records

Teacher's assistant for 1 hour

Work at art center

Look at books

Visit Library

Time to talk with peers

Grade papers

Party

Play with clay

Choose story to be read to class

Time to talk to teacher

Free time

Special job assignment

Tokens to be exchanged for any of the above activities (could be points, stars, checks, play money)

Be sure to change consequences before the saturation point is reached (goal may remain the same).

SCHEDULE CHOICES FOR CONSEQUENCES

EACH HAPPENING

Everytime the student completes the goal, he receives his consequence.

FIXED TIME INTERVAL SCHEDULE

This is constructed on time passing rather than at each happening. The goal will be reinforced by the consequence the first time it occurs after N minutes since the last time it was reinforced.

VARIABLE INTERVAL SCHEDULE

Consequence is given around an average time, but is not given at a fixed time (N minutes) after the last goal. You could set up a half-hour, an hour, fifteen minutes, etc. Variable Interval Schedule responses produce extremely durable goal responses.

Ex: A crying child does so long enough until the adult gives in.

Behaviors of prestigeful persons are modeled.

To Develop New Behavior Goals:

1. Modeling Principle: Allow him to observe a prestigeful person performing the desired goal.

2. Cueing Principle: To teach a child a new goal which involves a specific act at a specific time, arrange for him to receive a cue for the correct performance, just before the action is expected rather than punishing him after he has performed incorrectly.

   Ex: In a school last year the students were running and pushing in the halls when they were on the way to the playground. The teachers worked together for a solution and decided that they would stand in the halls and any child doing this would be sent back to his classroom to walk to the playground. The cue was before recess each teacher reminded her class they were to walk orderly through the halls.

3. Discrimination Principle: To teach a student to act in a particular way (reach a goal) under one set of circumstances, but not another, help him to identify the cues that differentiate the circumstances and give him a consequence when his action is appropriate to the cue. (We do not fight at school.)

4. Avoidance Principle: To teach a student to avoid a certain type of situation, simultaneously present to the student the situation to be avoided (or something similar) and another alternative to that situation.

5. Fear Reduction Principle: To help a student overcome his fear of a particular situation, do not make him do it, but gradually increase his exposure to the feared situation while he is otherwise secure.

HELPFUL RULES FOR MAINTAINING CLASSROOM CONTROL

1. Establish the classroom's frame of reference. Have as few rules as possible and consistantly enforce them. Make sure they are stated clearly and as positively as possible (what you want them to do) and post them in the room. Be sure you can reinforce the rules. Do not state specific punishments for offenses, but allow yourself freedom to choose, except for major violations. If you are upset do not make a decision about punishment until you have had time to calm down and think about the direction you want to go.

2. Speak once and then enforce the rule. (Try not to get emotionally involved.)

3. Correct the behavior - do not punish the child!!!

4. Do not have mobility in the room to the extent that confusion results. Anticipate events that may break down the degree of order and take steps to keep them from occurring. Appoint table leaders (group or row) to get and distribute materials; sequence learning activities so they are not random; use a pass system for library, bathroom, and other out of room activities.

5. Have respect for students and self.

6. Maintain your sense of humor.

7. Where you focus your attention is the most potent factor in classroom control.

8. Remove students from the situation before you try to settle disputes. Then allow each to talk only once and tell his side of the story without interruption. Then make your decision.

9. Use the buddy system.

10. Be aware of materials and how to use them in centers.

11. Know health wise how your children feel and how you feel.

12. Don't be shy about asking for a consultant to come in and assist you in behavior problems or in suggested academic materials for a student.

14. Manipulate the classroom environment.

a. Find the level at which a student is functioning. Can the student work at whatever level the material is presented?

b. Is the subject area one in which the student has previously failed?

c. Does the student know exactly what is expected? Is the assignment clear?

d. Is the material presented in a manner which seems to interest the student or in a needed manner for that student? (auditory - visual) Is the material content of interest?

e. Is the level of task difficulty one that is challenging, but offers a chance of success for that student?

f. Is the time allowed sufficient for completion?

g. Are the students individually graded?

h. Make sure your consequences encourage completion.

i. Do you give the student another chance to do an assignment correctly, first making sure he understands the directions, concept, and is able to perform the task?

j. Do you give more attention to a student when he attempts to do the task than when he refuses?

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